



Policies

Homework Policy

Next review June 2020



Homework Policy

April 2019

1. Statement of Fair Treatment

We expect all members of our community, and our visitors, to show respect, courtesy and consideration to each other at all times.

2. Rationale and Purpose

2.1. Homework at HCCS is driven by the principles that guide our curriculum as a whole and should:

- support the development of the whole individual
- ensure equality of opportunity in learning
- provide personalised pathways and ways of learning
- inspire drive, commitment and passion in our learners
- promote high standards, success and achievement
- embody responsibilities and entitlements (including Safety and Wellbeing)
- develop respect, tolerance and courtesy
- reflect the place of learners in their communities

2.2. At Holmes Chapel Comprehensive we believe that learning is not confined to the activities and experiences that students have whilst at school and during lessons. Learning is a process that students should engage with both inside and outside of school and is far more successful when the three-way partnership between school, students and home is fully engaged with. Homework has an important role to play in the learning journey of all students and all partners including students, parents and teachers have a shared responsibility to ensure that it is successful.

2.3. Homework provides enriching opportunities for students to engage with independent learning that is structured, valuable and meaningful. Specifically, homework encourages students to:

- take responsibility for their learning and progress
- review teacher feedback and act on any areas for improvement
- improve their literacy and numeracy skills across all subject areas
- develop and deepen their knowledge and understanding
- experience stretch and challenge
- develop their time management skills and sense of self motivation and resilience
- involve themselves in wider reading and research

2.4. The purpose of this policy is to provide clarity about how and when homework should be set and to provide guidance for students, parents and staff about their respective roles in ensuring that homework is a successful and valued learning experience.

3. Practicalities

3.1. Holmes Chapel Comprehensive School does not enforce a rigid homework timetable detailing which subjects should give homework on particular days. Homework should be set by teachers when it is necessary and appropriate, not just for the sake of it. Teachers will ensure that they provide an adequate amount of time for learners to meet deadlines.

We do not specify what homework tasks should look like. Homework activities may be set in a wide variety of forms depending on what the teacher decides is most appropriate.

3.2 The vast majority of students will be expected to access their homework online. Using an online platform means that parents and carers are able to check what homework has been set and help their child plan appropriate times to complete it. All homework will be set online and will include details, instructions and deadlines. In addition, teachers may give students additional resources and information in the form of hard copy or notes recorded in exercise books, folders etc.

3.3. Guidelines for expected frequency of homework and time spent studying per day in addition to timetabled lessons

On average over a typical year:

- year 7 to 9 students should expect to receive a minimum of two pieces of meaningful homework per subject per half term.
- years 10 and 11 students should expect to receive a minimum of one piece of meaningful homework for each subject per two week timetable cycle. This frequency of homework may increase as students work towards examination phases.
- sixth form college students have timetabled study periods and fewer direct contact hours. Students should expect a significant but manageable amount of independent learning in addition to timetabled lessons and study periods

Note that the frequency of homework may vary depending on the amount of time which is allocated to it and the type of task or activity. For instance, a project based piece of homework may be allocated a greater amount of time and therefore set at a lower frequency compared to shorter pieces of work set at a higher frequency.

Holmes Chapel Comprehensive School policy reflects government guidelines for time spent studying in addition to timetabled lessons. This includes, but is not restricted to learning activities such as formal homework, responding to feedback, independent study, wider reading etc. These guidelines also state that `It does not matter if activities do not take as long as the guide says as long as they are useful`.

Years	Government recommendations for the amount of time each day given to studying outside of lessons. Includes learning activities such as formal homework, responding to feedback, independent study, wider reading etc
7 and 8	45 to 90 minutes
9	60 to 120 minutes
10 and 11	90 to 150 minutes
Sixth Form College	6th Form students are expected to study for at least the equivalent hours of timetabled lessons per subject. This includes formal homework and responding to feedback as well as independent learning during study periods and study outside of the school day.

3.4 In line with our assessment and marking policy, homework forms one of the elements of work which students complete in order to inform judgements about progress and attainment. Homework will not necessarily be assessed independently of other pieces of work. Where written feedback is provided on homework tasks, students are expected to exercise autonomy, independence and self motivation by acting on it regardless of whether this is set as an explicit task. This applies to all students including those in the sixth form college.

3.5. If parents have queries about homework set in an individual subject they are requested to contact the subject teacher or the Head of Subject in the first instance. If they have queries about homework in a number of subjects they are requested to contact their child's Learning Intervention Manager.

4. The Roles of Students, Parents and Teachers,

4.1 Students must:

- Check their online homework account regularly and frequently to ensure they are aware of homework and can plan to meet deadlines.
- Complete homework to the best of their ability and hand it in punctually.
- Show determination, resilience and enthusiasm in engaging with their homework
- Inform and involve their parents in their homework, understanding that parental support is a key element of their success.

Furthermore, in addition to homework set, students are expected to independently:

- plan time outside of lessons to respond to all written feedback from their teacher using a purple pen
- revise for planned tests and examinations
- go over lesson material and ask their teacher if they are unsure about any aspects of learning
- complete wider reading of a range of texts to support their learning

4.2. Parents and carers are expected to:

- Monitor their children's homework by checking their online homework account
- Encourage their child to complete homework tasks punctually and to the best of their ability.
- Support their child with organisation and time management.
- Take an active interest in their child's homework and support them in creating a positive attitude towards homework.
- Go through their child's exercise books and help them to respond to any action points in their written feedback
- Provide a suitable environment where homework can be completed by their child.

4.3. Teachers will

- Set homework in accordance with the school policy as detailed above.
- Ensure that homework tasks have a clear purpose and that this is shared with students.
- Ensure that homework is appropriately differentiated and personalised for their groups, offering the necessary levels of support and challenge.